DOCUMENT RESUME

ED 077 162 EC 051 924

TITLE	Alternative Approaches to Instruction and Scheduling of Middle School EMR Students.
INSTITUTION	Marion County Board of Public Instruction, Ocala, Fla.
PUB DATE	72
NOTE	68p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Class Management; Curriculum Development; *Educable Mentally Handicapped; *Educational Programs; *Exceptional Child Education; Information Utilization; Inservice Teacher Education; *Junior High School Students; Mentally Handicapped; Program Descriptions; Role Perception; Teachers; *Team Teaching

ABSTRACT

The first year of a project to implement team teaching concepts in a middle school program for educable mentally retarded students emphasized process development by teachers in the areas of role definitions, curriculum competencies, and behavioral management. Orientation included establishment of project purpose, individual responsibilities, and hierarchies concerning ordering of materials, and planning for such activities as workshops, data collection, and evaluation. Three workshops on role definition involved a group climate inventory, nonverbal and listening exercises, a game illustrating effectiveness of group over individual decision making, a personal growth inventory, and discussion on inadequacy feelings of the team's teachers. Workshops on classroom management taught teachers to plan and implement classroom token economy systems. Curriculum objectives were incorporated into the school district's curriculum framework, and curriculum goals were reviewed in six workshops. Assisted by school and district personnel, the teachers taught and assessed progress of 35 students and were themselves rated for competency. Activities of the team teaching process and of curriculum development were charted; and treated in 10 appendixes were such topics as student competencies, teacher rating scales, and information on the school system's special education services. (MC)

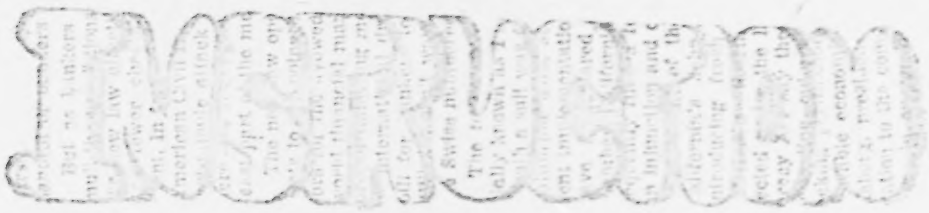
FILMED FROM BEST AVAILABLE COPY

JUL 10 1972

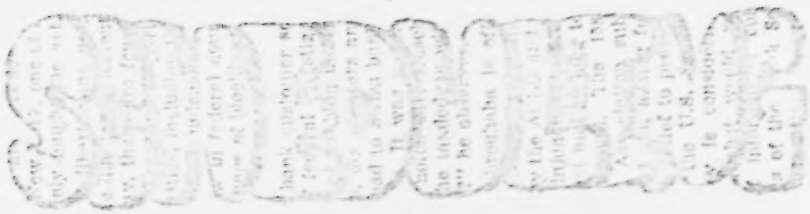
ED 077162

ALTERNATIVE APPROACHES

TO



AND



OF

MIDDLE SCHOOL

EMR STUDENTS

* * * * *

Mr. Robert M. Dunwoody, Superintendent

Marion County Schools

EC 051924

ACKNOWLEDGMENT

This report is prepared as a result of the funding of a project on "Alternative Approaches to Instruction and Scheduling of Middle School EMR Students" in the Marion County Schools through Federal Assistance for the Education of the Handicapped P.L. 91230, Title IV, Part B.

Robert M. Dunwoody	-	Superintendent Marion County School Board
Dean Kells	-	Director, Curriculum Services
Laverne Graves	-	Coordinator, Exceptional Child Education
David Henderson	-	EMR Consultant
Dr. Charles Forgnone	-	Project Consultant University of Florida
Dr. Henry Boudin	-	Consultant in Role Definition and Function University of Florida
Mr. Dennis Ehrhardt	-	Consultant in Role Definition and Function University of Florida
Mrs. C.H. Paganini	-	Consultant in Curriculum University of Florida

TABLE OF CONTENTS

Page Number

Acknowledgement i

Statement of Purpose 1

Pert Chart 2

Event I - Orientation to the Team Teaching Project. . . . 3 -7

Event II - Roles-Definition and Function 8-13

Classroom Management 14-19

Event III - Curriculum 20-22

Event IV - Supplemental Data 23-30

Activity Chart 31-40

Appendix A 41

Appendix B 42-45

Appendix C 46-50

Appendix D 51

Appendix E 52

Appendix F 53-54

Appendix G 55

Appendix H 56-65

ALTERNATIVE APPROACHES TO INSTRUCTION

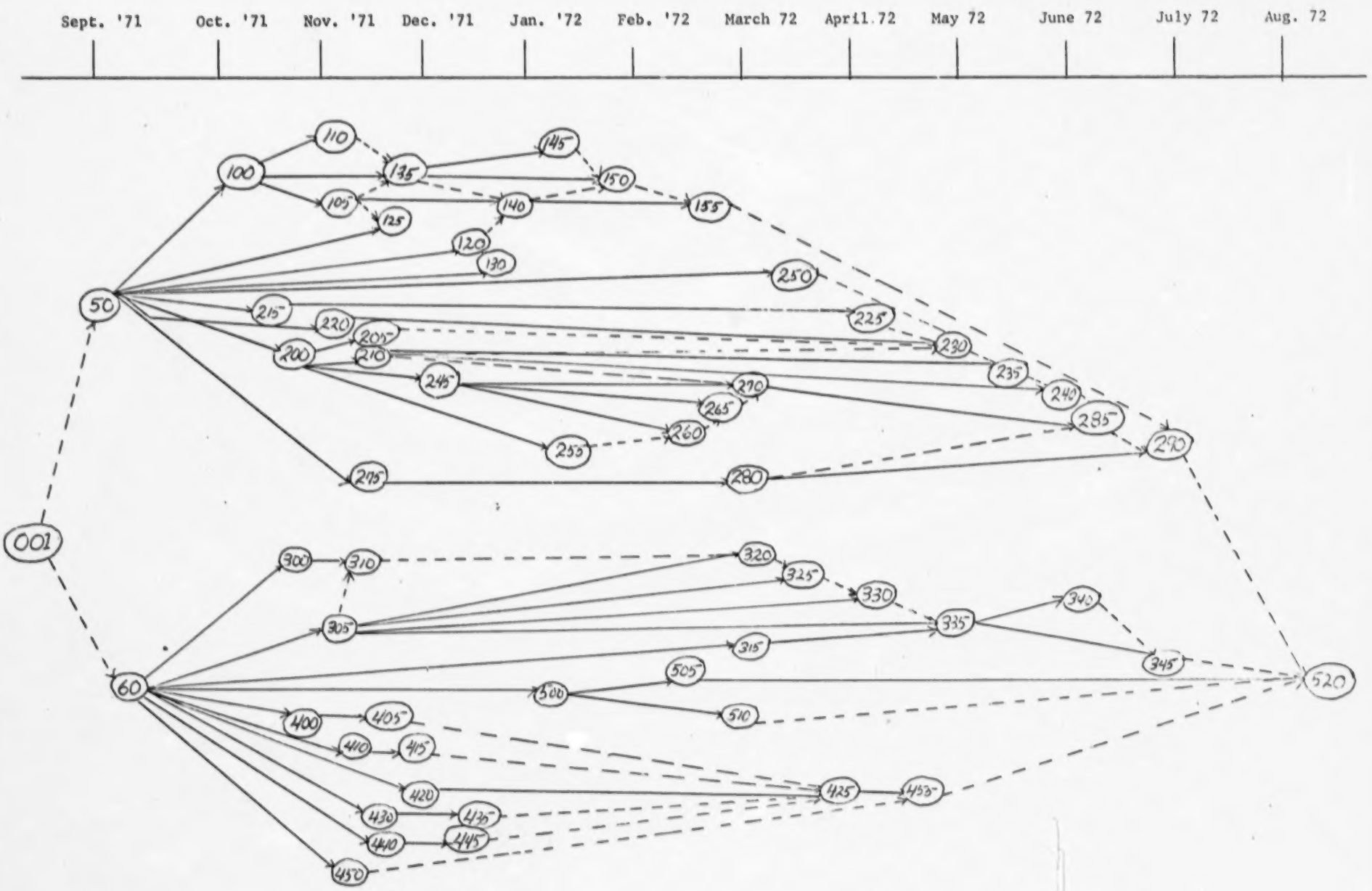
AND

SCHEDULING OF MIDDLE SCHOOL EMR STUDENTS

I. Purpose

The purpose of this project is to implement team teaching concepts within a middle school EMR program. Emphasis was placed upon the development of the team teaching processes related to curriculum objectives. An integral part of the program involved the development of the team teaching process as it relates to planning for instruction and the facilitation of individualized and group instruction. The first year's operation was primarily a developmental year with an emphasis placed on "Team" process with outcomes in the areas of team role definitions, curriculum competencies and behavioral management. During the second year of the project, further development of the above goals will be continued in process development as related to product.

The major evaluation emphasis was at the process level and this will continue in the coming year. The following events, entered in this report by event numbers, then describe, for the most, process evaluation rather than product evaluation.


Sept. '71
Oct. '71
Nov. '71
Dec. '71
Jan. '72
Feb. '72
March 72
April 72
May 72
June 72
July 72
Aug. 72
001
50
60
100
110
105
120
125
130
135
140
145
150
155
200
205
210
215
220
225
230
235
240
245
250
255
260
265
270
275
280
285
290
300
305
310
315
320
325
330
335
340
345
400
405
410
415
420
425
430
435
440
445
450
500
505
510
520

EVENT I

ORIENTATION TO THE TEAM TEACHING PROJECT

Event I Orientation to the team teaching project

A. Orientation

1. Objectives

a. Present purpose of the project

b. Delineate the scope of the project

c. Specify the individual responsibilities within the project

d. Delineate the lines of communication concerning ordering of materials and equipment

2. Orientation planning session

The first planning session involved all persons directly concerned with the project and two consultants. The purpose and scope of the project were discussed among all concerned. The expected outcomes of the project were discussed in terms of:

a. Classroom environment

b. Team teaching

c. Curriculum development

d. Classroom management

e. Data collection

f. Evaluation

Questions concerning responsibilities of individuals and ordering of equipment and materials were discussed. A tentative schedule of workshops were discussed and projected. The first workshop was agreed upon and was to be on role definitions and functions of team members. At the same time the curriculum consultant was to visit with the teachers concerning curriculum planning and objectives.

The present team teaching situation was identified and literature references were obtained and disseminated to the team members. Since all teachers and aides were working together for the first time and none had previously functioned in a team teaching situation there were no early indications of team teaching situations.

The purpose of the first workshop was to identify team leadership roles and individual capabilities. The team members were also given the opportunity to visit a team teaching situation which they did. A discussion of their visitation was included in the meetings with the curriculum consultant and in the role definition workshops.

Team members were involved early in the gathering of data in the following areas:

a. Academics - P.I.A.T. (appendix A)

b. Social competency (appendix B)

c. Self perception of students (appendix C)

d. School and community supportive services (appendix D)

e. School progress report (appendix E)

The collection of orientation data concerned:

a. Collection of data on children and teachers (appendix F)

b. Evaluation of the team teaching situation in process (appendix G)

c. Understanding of the goals of the projects

d. Continual assessment of curriculum and classroom needs - equipment, materials, etc.

A second orientation workshop was needed to re-assess the effects of the first workshop and also to clarify further the roles and expectations of team members.

During the second orientation workshop the following areas were discussed:

a. Curriculum development

b. Planning sessions

c. Team function

d. Scheduling of students

e. Behavior management

f. Relationship of local coordination to the project

g. Use of aides

h. Classroom environment

The second orientation workshop included all team members, the project director, the county E.M.R. Consultant, the consultant on curriculum and the evaluation consultant.

a. Curriculum development was the main topic and workshops were determined in terms of their content and time lines.

b. Emphasis was also placed on the better use of planning sessions. This was to be further developed during the curriculum workshops.

c. In relation to curriculum, the schedule of individual students was emphasized as well.

d. A discussion of the first workshop in classroom management was discussed and a time was determined. Workshops in curriculum and management were held concurrently but not in combination. The combination of curriculum objectives and behavior management was to come later in the school year.

e. A further clarification of the relationship of local coordination was discussed. That is, relationship of coordinator, principal, etc.

f. A continued discussion of use of aides was pursued and a workshop on team-teaching was planned to occur when curriculum and management were operational.

g. Classroom environment was discussed during the second orientation period as well as during the process of development.

Such things as providing for an orderly arrangement of materials, a place to display the children's work, the development of interest areas, and grouping of instruction were discussed.

EVENT II

Roles - Definition and Function

Event II

A. Roles - Definition and Function

The aim of the activities in this event was to attempt to create cooperative team teaching roles for the individuals within the group of teachers and aides. That is, a working definition of team teaching including team interaction, relationships among team members, and roles of professionals and paraprofessionals. More specifically workshops were conducted to:

1. Establish means of effective team functioning
2. To ascertain facilitative individual roles that each group member could play in a variety of team teaching situations.
3. To generate various team teaching patterns compatible with each group members skills and group role.
4. To assess personal characteristics interrelationships, and personal growth of team members.

B. Workshop # 1

The group consisted of 3 teachers, 2 aides, EMR Consultant, Curriculum Consultant and Workshop Coordinator.

The order and type of activities was as follows:

1. The group was administered a group climate inventory as a pre-test.
2. An explanation of goals and objectives of the Human Relations Lab., the description of activities, and how these would lead to future meetings.
3. Relaxation and non-verbal exercises
4. Verbal Exercises
   a. Lost on the Moon Game
   b. Brain Storming Ideas
   c. Listening Exercises
   d. Discussion of dimensions of group processes

5. Handouts

   a. Feedback
   b. Constructive Openess
   c. Case of the Hidden Agenda
   d. Team Teaching

6. Group is administered group climate inventory (as a post test)

C. Activities

1. The group was administered the group climate inventory for the purpose of determining the effects of the workshop.

2. During the first working session the participants were oriented to the objectives of the workshops. These objectives included establishing relationships among team members by increasing cooperative functions and setting the stage for group non-verbal and verbal interaction.

3. The relaxation procedures and non-verbal exercises were conducted for the purpose of reducing individual anxiety and setting the stage for group communication.

   The non-verbal activities progressed from free isolated individual exercises to group communication. These included having individuals "do their own thing" in relative isolation to making non-verbal contacts with others in the group.

4. The verbal exercises included a game and test called "Lost on the Moon." This was intended to illustrate that group decision making can be more effective than individual decision making. The results of this activity, as measured by the test, indicated that group decision making is more effective in reaching appropriate decisions.

   The brain storming exercise was intended to create guidelines for creative high frequency idea production, which would be of service in establishing an effective weekly program, using the skills and inputs of all the teachers, and agreed to by all as a group decision.

   The listening exercises were used so that effective communication techniques, including feedback, could be developed within the group.

   The group then discussed their actual and potential roles within the group. It was decided that a chair-person would be appointed to chair a daily meeting during which the three teachers would plan for a whole week of activity together, with the basic aims of a team approach in mind. It was agreed that the EMR Consultant would sit in on some of these sessions. They were to report back on the progress made using this approach at the next workshop.

   During this session, it became apparent that none of the teachers wanted the formal role of leader.

A number of problem areas were identified, such as:

1. The teachers generally felt inadequate in dealing with behavior problems.

2. Each teacher wanted a permanent aide and their own classroom space which is not conducive to the role of team teaching.

3. The aides were not comfortable in disciplining and managing the students.

4. The aides were obviously aware of the lack of leadership.

The results of the pre and post administration of the group climate inventory indicated that in general, while they felt communications had increased and that they felt warmed toward each other, their feeling of independence did not increase.

They left this first session with:

1. A plan of action to maintain throughout the week, that is, the planning sessions with a team member as chair person.

2. Enthusiasm for the human relations lab and its continuance the following Saturday.

3. The EMR Consultant was to meet with the teachers on a once per week basis to provide supervision on the planning sessions.

D. Workshop II (November 13, 1972)

The group met from 9 a.m. to 3 p.m. The order and type of activity were as follows:

1. Re-explanation of goals and objectives of human relations lab.

2. Feedback on planning sessions of first week.

3. Relaxation exercises

4. Brain storming task

5. Discussion of relationships of group functions and group roles toward establishing a "working" team teaching definition.

6. Discussion of various team teaching models

7. Administration of appraisal of personal growth in teamwork inventory.

The first part of the session was spent on involving a third aide who had been hired between the first and second sessions.

Feedback was provided on the planning sessions during the first week.

The three teachers indicated that the meetings were productive in terms of program planning, but there was a lack of involvement and participation on their part.

The brainstorming task was productive in the sense that some feelings of conflict which had arisen were resolved.

Various models of team teaching were discussed using the literature provided in handouts the week before as a base. We discussed again, their roles in the development and use of curriculum and materials. This literature included "Dimensions of Group Process" from the Journal of Applied Behavioral Science, vol. 4, no. 4, 1968, Authoritarian vs Democratic Leadership: A New Look at an Old Program, by Richard J. Evans, plus additional writings.

E. General Conclusions

The group of teachers appeared less motivated as a group than they had in session one. There was generally a feeling that they felt themselves to be inadequate as a group in relation to their job. Basically, the same problem areas which were identified in the first week's session remained.

F. Workshop III (November 20, 1971)

Since this was the last session, and because not much change appeared evident between the first and second sessions, we decided to discuss and

evaluate any progress that had been made. Also, it was decided the group members would decide how they intended to use the human relations lab in terms of establishing a working definition of team teaching.

In summary, the objectives mentioned above were discussed and methods of initiating team teaching activities were presented.

EVENT II Continuation

Classroom Management

Event II - Continuation

A. Classroom Management

Consultant met with teachers at Osceola Elementary School for purpose of initial contact with teachers and teacher-aides. Discussion covered previous experience with behavior management techniques, present classroom management problems, classroom environment problems, and any other pertinent information. Plans were initiated for the teachers to discuss with the students the kind of reinforcers they would like in the classroom. A workshop was planned for Saturday, February 19, to implement a classroom management system.

Visitation was made to the class, at the request of the teachers. Purpose was strictly observational so that I could assess specific techniques which were either used or not used by the teachers. This enabled me to utilize the workshop planned February 19. Functionally, that is I could train the teachers in classroom management procedures by using specific examples from their classroom.

The purpose of this workshop was to introduce the teachers and aides to the token economy system. Since they were somewhat acquainted with this system a review was all that was required.

We then set about discussing the logistics of implementing such a system in the classroom. The following nine questions formed the basis of this discussion.

1. What will we use for tokens?
2. What can we use as reinforcers?
3. How will we dispense the tokens? (Who will dispense them?)

4. When can the students engage in reinforcing time?

   Anytime

   Certain times

   Etc.

5. How will we arrange the classroom?

6. How will students engage in tasks? Where will he spend his time at each particular subject?

7. What will our rules be concerning classroom behavior? (social and academic)
   * Remember we must, as teachers, obey the rules too.

8. When will we begin the token economy classroom?

9. In what ways would you like the consultant to function?

Specifics were cited for each question and the final phase of the workshop consisted of actually making up charts and getting the room organized for system utilization. The following questions were answered.

1. Set up room
   Task area
   R.E. area

2. Decide which behaviors will be reinforced both social and academically and make up charts.

3. Make up chart stating rules.

4. Decide how tokens will be kept and how and when they will be spent. (Chart)

5. How to dispense tokens.

6. Will you auction off jobs such as cleaning blackboards, lunchroom monitor, etc.

March 1, was chosen for visitation since it allowed the teachers and aides two days to use the system. They felt that in this way they would be aware of any problems which might arise and thus be better prepared to ask relevant questions. My primary duty was to watch

the teachers and aides and make suggestions. A check list was used to answer the primary questions concerning the application of the token economy.

1. Are charts in a place where easily seen?

   YES

2. Do the teachers go over rules in the morning?

   YES

3. Are tokens handed out along with explanation of why they were earned and social praise?

   NOT ENTIRELY. TEACHERS HAD TO BE REMINDED.

4. Do the aides keep control over number and time spent in R.E. area?

   TO SOME DEGREE. SUGGESTIONS WERE GIVEN TO IMPLEMENT BETTER CONTROL AND PUT INTO EFFECT.

5. Are special priviledges auctioned off to students?

   NOT IN EFFECT.

6. Are the rules for token spending enforced?

   YES

7. Are the rules for earning tokens enforced or followed by the aides and teachers?

   SOME DIFFICULTIES BUT THESE WERE DISCUSSED AND WORKED OUT.

8. Do the students have some way of keeping the tokens?

   A METHOD WAS DEVISED FOR BANKING THE TOKENS AT THE END OF THE DAY.

Specific procedural discrepancies occurred during the day but these are too numerous to mention and were alleviated immediately.

The teachers thought it would be a good idea that I visit the class once a month to observe and make suggestions and I told them to call me if any problems arose in the management system.

B. Summary

There was a definite feeling after observing the classroom and talking with the teachers and aides that a system had to be initiated using concrete positive reinforcement. Since it was already the middle of the year, and contingencies were already established between students and teachers which were detrimental to learning, the most efficacious approach was to implement a token economy system. The reception of this system by teachers, aides, and students was generally positive.

Workshops were set up for the teachers and aides in order to teach them the practical aspects of initiating a token economy system. Time was spent in formulating classroom rules, desired behaviors, and reinforcers. The latter was determined by the children themselves.

Upon implementation, the consultant and a student assistant made visitations to the classroom for the purpose of observing teacher behavior in regards to the token economy. Where discrepancies were noticed they were recorded and pointed out to the teachers and aides. Plans were made for a visitation by the consultant at least once a month or when the teachers felt they needed instruction.

Since there was only one visitation after the token economy was initiated the success or failure and reasons for it are not available.

C. Projection

While the token economy is a most effective management procedure it is often difficult to implement **within** the public school classroom. There are two critical aspects we must evaluate when designing a learning environment which is individualized and effective. What are

the skills, academic and social, which the child possesses and how is he motivated, extrinsically (materially) or intrinsically (love of learning). When we have evaluated these aspects we can begin to set up a classroom environment which will benefit each child and which will gradually create motivation for learning. With this in mind the person who is concerned with classroom management must work closely with the curriculum specialist and the program director so that the goals for each child, and for the group, can be formulated and successfully carried out.

EVENT III

Curriculum

Event III

A. Curriculum Objectives

The Curriculum Skills List developed in Marion County involves areas of Communication, Math, Social Competencies, Esthetics, Motor and Recreational Skills and Vocational Competencies. The goals for the Middle School Curriculum were to be developed within this framework. The goals were to be further developed in effort to solve the following problems:

The Problems of Adjusting to Personal Limitations

Problem of Communicating Ideas

Problem of Living with Others

Problem of Living Healthfully

Problem of Living Safely

Problem of Learning the Essentials Necessary for an Adequate Living

Problem of Acquiring Skills for Useful Living

Academic Instruction and Learning

Pre-Vocational (Exploratory) Learning and Skill Development

Clarification of the goals for developing a curriculum for these problems will be in Appendix H.

The curriculum workshops were set up in the following procedure: Two full days of planning with consultants, coordinators, teachers and aides, then six $1\frac{1}{2}$ hour periods after school were conducted with consultants, teachers and aides. These periods of time were spaced over a three month span.

The curriculum goals developed are explained in Appendix H. The sequential development of the curriculum was based on the Marion County Curriculum Skills List. The assessment procedures were accomplished at the six - 1½ hour workshops. Use of the materials, equipment and space were discussed in detail during the two full day workshops but these three items were never fully utilized during the school year. The modes of presentation were developed during one of the 1½ hour periods and were assessed and revised during another workshop period.

EVENT IV

Supplemental Data

EVENT IV

A. Supplemental Data

Included within the collection of student data are confidential folders housed within the school center. These folders are available to teachers at any time and include such confidential information as data from intelligence tests, social worker reports, and other confidential information.

Information from the cumulative folders are presented below in narative form in terms of activities engaged in, progress made and individual limitations of students. The information from the cumulative folders is composed with information obtained from achievement testing using the PIAT, a behavioral checklist, a self attitudes scale, and school attitudes.

B. Progress Report Information

1. Activities Engaged In:

The following activities engaged in are dependent upon the particular needs of the individual student. For the purposes of this report the activities are presented on the basis of group data.

All students were involved in Language Arts, math, social studies and science. Such activities as map reading, community awareness, and geographical awareness were emphasized in the area of social studies. Math activities including addition, subtraction, multiplication, division, fractions, measurements, time and money were engaged in by the students. Language Arts activities ranged from basic oral communication skills to reading levels for each student. Writing included the development of ability in appropriate and meaningful correspondence.

Science activities included the study of mammals, insects, food and nutrition, body awareness and health.

2. Progress Made

The progress of individuals as stated in the report was arrived at by teacher judgement.

3. Reading

Of the 35 students on which subjective data was collected by the teachers, 14 were considered to show progress. Data collected through the use of the PIAT will be presented but progress will not be determined until the test is administered during the next phase of the project.

4. Math

Subjective data from the progress report suggests that 11 students improved in Math. These 11 students were also included among the 14 who achieved in reading. Math data was collected using the PIAT but comparisons for the purposes of determining progress cannot be made until the next phase of the project.

5. Social Studies

No subjective indication of progress in social studies could be obtained from the progress report as completed by the teacher.

6. Science

No subjective indication of progress in science could be obtained from the progress report as completed by the teacher.

Of the three teachers involved in the project one had a master's degree with no years of experience. Two teachers held BA degrees, one with one year of experience and the other had two. The teachers expressed

inadequacies in specific academic areas. One taught reading as she felt it was her strongest area. Another emphasized social studies and science.

A teacher competence questionnaire was administered and scored by consultants, the coordinator, and the director. One teacher obtained two ratings of fair, two inadequate, and two poor. Another teacher received three inadequate ratings and three poor ratings. The third teacher received one good rating, three inadequate, and two poor ratings. In general, the observations made during the school year by consultants and staff and as expressed on the rating forms suggest that the teachers performances were less than adequate in areas such as:

1. Organizing the instructional program
2. Planning for daily and weekly lessons
3. Controls classroom effectively
4. Care and arrangement of classroom
5. Has adequate provision for independent work activities

An example of the rating scale can be located in appendix (G).

Student attitude was measured by the "How I See Myself" (see appendix C) scale and the "Student Attitude Scale"(see appendix C). The "How I See Myself Scale" was adapted into a "yes", "no" scale which required the student to answer questions concerning his perceptions of himself. The "Student Attitude Scale" samples such attitudes as to the student relationships to teacher, the school situation, academics, and other activities. It is a "yes" "no" scale.

A high percentage of students ranging from 96% of the students to 70% indicated that they liked the teachers, and the situation. 96% of the students stated that they enjoyed the things they were doing in class. They also felt 70% that the teachers could make them work harder.

In academic areas the students preferred math to reading. Physical Education was of high priority with the students indicating that their venture into regular physical education classes was generally successful. Shop class was not given as high priority as it surpassed reading activity but not math. Shop class may not have been as meaningful to the boys as it could have been.

A follow-up and description of shop activities is needed during the next year. Other information as to their attitudes can be obtained by checking the results presented in Appendix C. Out of eleven items concerned with student school attitude 9 students answered them all positively. Fifteen students gave from nine to seven positive answers out of the eleven. Seven students were absent when the scale was given.

The "How I See Myself Scale" was given and a score of 30 or more positive responses were considered to indicate a general high positive view of oneself. Of the 35 students who took the pre-test 9 scored over 30 points. Fourteen students scored between 25 and 30 points which generally reflects a "good" attitude about self. Eleven scored below 25 with the lowest score being 9. One student was absent when the scale was given.

On the post-test only 27 students were tested. Eleven of these 27 showed more positive responses. Eight scored between 25 and 30 and eight below 25. The post data, gathered on fewer students (35 vs 27) indicated that there were changes in the extreme ends, students who saw themselves as positive increased and those who saw themselves as relatively low decreased.

The highest frequency of positive responses during the test was centered around the following items:

1. I like to try new things
2. My clothes are nice
3. I do well in school work
4. School is very interesting
5. I like school
6. I learn new things easily

The highest during post-test were:

1. I like to try new things
2. School is very interesting
3. I learn new things easily
4. I do well in school work
5. My clothes are nice

The highest negative responses covered such questions as:

1. I am good at drawing
2. I am good at math
3. I am smarter than most of the others in the class.

During the pre-testing 17 stated that they were not good in math as compared to 7 during post-testing. At the beginning of the year 17 stated that they were not smarter than most of the others in the

class and only nine stated such during post-testing. Although only 27 of the 35 were post-tested. The results indicate a higher ratio of change.

In general, the students viewed themselves positively and exhibited a greater trend toward positive self responses.

The administration at Howard Middle School provided positive support to the program. The principal originally scheduled the students into blocks including such activities as Art, Music, Physical Education, Vocational Agriculture and home economics. Students were also provided counseling by the principal when needed. Counselors, did not involve themselves with students in most cases.

Support, however, was given to students and teachers by the helping teacher as she counseled the children and gave the teachers help in curriculum and field trips and was generally a positive factor. She gave more than what should be expected of her considering the fact that she was responsible to the total middle school.

Psychologists were available and eager to work with teachers in evaluation and counseling with children who exhibited behavioral problems.

Social workers were available for home visits. These same social workers provided case studies on some of the children and were available if the teachers needed any information concerning any one child.

In-school resource people in the form of regular classroom instructors in the fields of vocational education and art and music worked with certain students in small group situations on special projects.

The County's Health and Nutrition Consultant provided support in the form of materials and demonstrations in the area of nutrition.

The Community provided opportunities for the EMR students by opening attractions and businesses for educational field trips.

A local pediatrician provided free medical services in order for the students to compete in the State Special Olympics.

Speech therapy was available for those students in need of therapy. This service was provided on a one to one basis.

Consultation in crisis situations was provided by the County's Consultant in Emotional Disturbances. These services were contingent upon request by the teachers working with the students.

Support by the county staff was provided through the following resources -- equipment and supplies, orientation, help in planning, curriculum development, and response to specific individual teacher need and general administrative coordination of services.

ACTIVITY CHART

OUTLINE OF PHASE I: DEVELOPMENT OF TEAM TEACHING PROCESS
DEVELOPMENT OF CURRICULUM OBJECTIVES

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK ($T_L - T_E$)	ACTUAL START	ACTUAL COMPLETION
I. Orientation to project	050 - 100	Group planning session to identify need priorities	Consultants	20	17 Sept 71	15 Oct 71	29 Oct 71	10	17 Sept 71	
	100 - 105	Develop orientation data collection procedures	Consultants and Coordinator	25	4 Oct 71	8 Nov 71	15 Nov 71	5	11 Oct 71	
	100 - 110	Develop objectives for orientation workshop	Consultants	25	4 Oct 71	8 Nov 71	15 Nov 71	5	4 Oct 71	
	050 - 120	Identify present team teaching situations and literature references	Consultants	57	17 Sept 71	10 Dec 71	20 Dec 71	8	17 Sept 71	
	050 - 125	Conduct or orientation planning session	Consultants	53	1 Sept 71	12 Nov 72	29 Nov 72	5	30 Aug 71	
	050 - 130	Visitation of team teaching situations	Team Members	38	18 Oct 71	10 Dec 71	17 Dec 71	5	18 Oct 71	
	100 - 135	Conduct orientation workshops (series 1) (a) goals and objectives (b) team interaction (c) management objectives	Consultants and Coordinator	25	15 Oct 71	19 Nov 71	30 Nov 71	6	15 Oct 71	
	105 - 140	Collect orientation data (procedures and activities)	Team and Consultants	44	15 Oct 71	17 Dec 71	7 Jan 72	5	22 Oct 71	
	135 - 145	Follow up to determine extent of orientation workshop objectives	Coordinator	34	19 Nov 71	21 Jan 72	28 Jan 72	5		
	135 - 150	Synthesize orientation data	Coordinator and Consultants	38	20 Nov 71	28 Jan 72	4 Feb 72	5		
	140 - 155	Preparation of orientation and organization module	Team and Coordinator	35	17 Dec 71	4 Feb 72	10 Feb 72	4		

OUTLINE OF PHASE I: DEVELOPMENT OF TEAM TEACHING PROCESS
DEVELOPMENT OF CURRICULUM OBJECTIVES

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK ($T_L - T_E$)	ACTUAL START	ACTUAL COMPLETION
II. Roles-Definition and Function	050 - 200	Develop team process data collection procedures	Consultants Team and Coordinator	25	17 Sept 71	22 Oct 71	19 Nov 71	20	15 Oct 71	
	200 - 205	Develop activity log for teacher assessment and evaluation of rp;e definition	Consultants and Coordinator	15	22 Oct 71	12 Nov 71	23 Nov 71	7	22 Oct 71	
	200 - 210	Develop observational guide for analysis of role development	Consultants and Coordinator	15	22 Oct 71	12 Nov 71	23 Nov 71	7	22 Oct 71	
	050 - 215	Assessment of present role definition and function of team members	Team Consultants Coordinator	20	24 Sept 71	22 Oct 71	5 Nov 71	10	17 Sept 71	
	050 - 220	Develop objectives for role definition and function workshops (professionals and paraprofessionals)	Consultants and Team	15	15 Oct 71	5 Nov 71	12 Nov 71	5	15 Oct 71	
	215 - 225	Conduct role definitions and function workshop (Series 2) (a) planning role (b) relationship among team members (c) role of professional (d) role of para professional (e) interaction among para and professional (f) teacher - child interaction (g) liaison within educational system and community (There may be more than one workshop in any area)	Consultants	109	22 Oct 71	14 Apr 71	21 Apr 71	5		
	220 - 230	Collect role definition and function data (procedures and activities)	Consultants Team and Coordinator	130	22 Oct 71	8 May 72	16 May 72	6		

OUTLINE OF PHASE I: DEVELOPMENT OF TEAM TEACHING PROCESS
DEVELOPMENT OF CURRICULUM OBJECTIVES

EVENT NUMBER DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK ($T_L - T_E$)	ACTUAL START	ACTUAL COMPLETION
	210 - 235	Follow-up to determine extent of role definition and function workshop objectives	Coordinator Team	116	18 Nov 71	15 May 72	22 May 72	5		
	220 - 240	Provide feedback to team on role definition and function based on follow-up data and observation guide data	Coordinator and Consultants	132	4 Nov 71	21 May 72	22 May 72	5		
	200 - 245	Develop objectives for classroom management workshop (professionals and paraprofessionals)	Team and Consultants	20	29 Oct 71	29 Nov 71	3 Dec 71	4		
	050 - 250	Conduct team process planning sessions	Consultants	66	4 Nov 71	13 Mar 72	14 Apr 72	24		
	200 - 255	Conduct classroom management workshops (Series 3) (a) behavioral (b) instructional (c) environmental (There may be more than one workshop in any one area)	Consultants	35	18 Nov 71	21 Jan 72	28 Jan 72	5		
	245 - 260	Collect classroom management data (procedures and activities)	Coordinator and Team	40	25 Nov 71	3 Feb 72	10 Feb 72	5		
	245 - 265	Follow-up to determine the extent of classroom management workshop objectives	Coordinator Team and Consultants	34	10 Dec 71	10 Feb 72	16 Feb 72	4		
	245 - 270	Provide feedback to team on classroom management based on follow-up data and classroom observation guide data	Coordinator and Consultants	10	21 Feb 72	6 Mar 72	13 Mar 72	5		
	050 - 275	Develop instruments for the assessment of growth in personal and	Consultants	21	15 Oct 71	15 Nov 71	22 Nov 71	5	15 Oct 71	

OUTLINE OF PHASE I: DEVELOPMENT OF TEAM TEACHING PROCESS
DEVELOPMENT OF CURRICULUM OBJECTIVES

/ENT NUMBER D DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONS-IBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION		SLACK	ACTUAL START	ACTUAL COMPLETI
						(T_E)	(T_L)	($T_L - T_E$)		
	275 - 280	Assess personal characteristics, interrelationships, and personal growth of team members	Consultants	19	21 Jan 72	17 Mar 72	22 Mar 72	3		
	270 - 285	Synthesize team process data	Coordinator and Consultants	46	22 Mar 72	26 May 72	2 June 72	5		
	235 - 290	Preparation of module on individual roles and performance activities	Team Consultant and Co-ordinator	52	3 Apr 72	12 June 72	30 June 72	12		

OUTLINE OF PHASE I: DEVELOPMENT OF TEAM TEACHING PROCESS
DEVELOPMENT OF CURRICULUM OBJECTIVES

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK ($T_L - T_E$)	ACTUAL START	ACTUAL COMPLETION
III. Curriculum Objectives										
	060 - 300	Develop curriculum data collection procedures	Coordinator and Team	19	4 Oct 71	29 Oct 71	11 Nov 71	9	14 Oct 71	
	060 - 305	Assessment of present curriculum goals and objectives	Consultants and Coordinator	22	11 Oct 71	10 Nov 71	15 Nov 71	3	17 Sept 71	
	300 - 310	Develop goals and objectives for curriculum workshops	Team and Consultants	13	29 Oct 71	17 Nov 71	23 Nov 71	4	21 Oct 71	
	060 - 315	Conduct curriculum planning sessions	Consultants	75	11 Nov 71	10 Mar 72	17 Mar 72	5		
	305 - 320	Conduct curriculum workshops (Series 4) (a) curriculum goals (b) sequential development of curriculum (c) writing behavioral objectives (d) assessment procedures (e) utilization of materials, equipment and space (f) differing instructional modes of presentation (There may be more than one workshop in any one area)	Consultants	80	11 Nov 71	17 Mar 72	31 Mar 72	10		
	300 - 325	Collect curriculum data (procedures and activities)	Team and Coordinator	80	18 Nov 71	24 Mar 72	31 Mar 72	5		
	300 - 330	Follow-up to determine extent of curriculum workshop objectives	Coordinator, Team and Consultants	14	24 Mar 72	13 Apr 72	21 Apr 72	6		

OUTLINE OF PHASE I: DEVELOPMENT OF TEAM TEACHING PROCESS
DEVELOPMENT OF CURRICULUM OBJECTIVES

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK ($T_L - T_E$)	ACTUAL START	ACTUAL COMPLETION
	300 - 335	Provide feedback to team on curriculum based on follow-up data	Consultants and Coordinator	11	20 Apr 72	5 May 72	12 May 72	5		
	335 - 340	Synthesize curriculum data	Coordinator	17	24 May 72	16 June 72	23 June 72	5		
	340 - 345	Preparation of curriculum module	Team Coordinator and Consultant	26	2 June 72	10 July 72	18 July 72	6		

OUTLINE OF PHASE I: DEVELOPMENT OF TEAM TEACHING PROCESS
DEVELOPMENT OF CURRICULUM OBJECTIVES

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK ($T_L - T_E$)	ACTUAL START	ACTUAL COMPLETION
IV. Supplemental Data	060 - 400	Prepare student data questionnaire	Team and Coordinator	24	20 Sept 71	22 Oct 71	10 Nov 71	13	20 Sept 71	
	400 - 405	Collect student data (cumulative and confidential folders)	Team and Coordinator	13	22 Oct 71	10 Nov 71	17 Nov 71	5	7 Oct 71	
	060 - 410	Prepare teacher competence data questionnaire	Consultants and Coordinator	13	28 Oct 71	9 Nov 71	23 Nov 71	10		
	410 - 415	Collect teacher competence data	Consultants and Coordinator	10	9 Nov 71	23 Nov 71	30 Nov 71	4		
	060 - 420	Prepare attitude instruments (teacher and student)	Consultants	17	29 Oct 71	23 Nov 71	8 Dec 71	10		
	420 - 425	Collect attitude data (teacher and student)	Coordinator and Team	88	23 Nov 71	7 Apr 72	14 Apr 72	5		
	060 - 430	Prepare support data questionnaire	Consultant and Coordinator	41	17 Sept 71	15 Nov 71	19 Nov 71	4	17 Sept 71	
	430 - 435	Collect support data (faculty, administration, supportive services, local support agencies, and attitude of professional and paraprofessionals)	Coordinator	19	19 Nov 71	17 Dec 71	7 Jan 72	5		
	060 - 440	Prepare environmental setting data questionnaire	Coordinator and Team	11	29 Oct 71	13 Nov 71	20 Nov 71	5		
	440 - 445	Collect environmental setting data	Coordinator and Team	10	19 Nov 71	6 Dec 71	13 Dec 71	5		

OUTLINE OF PHASE I: DEVELOPMENT OF TEAM TEACHING PROCESS
DEVELOPMENT OF CURRICULUM OBJECTIVES

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK ($T_L - T_E$)	ACTUAL START	ACTUAL COMPLETION
	060 - 450	Collect data on time spent in special class activity and teacher-pupil ratio	Coordinator	24	17 Sept 71	21 Oct 71	28 Oct 71	5	17 Sept 71	
	425 - 455	Synthesize supplemental data	Coordinator and Team	10	7 Apr 72	21 Apr 72	28 Apr 72	5		

OUTLINE OF PHASE I: DEVELOPMENT OF TEAM TEACHING PROCESS
DEVELOPMENT OF CURRICULUM OBJECTIVES

EVENT NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION (T_E)	EXPECTED COMPLETION (T_L)	SLACK ($T_L - T_E$)	ACTUAL START	ACTUAL COMPLETION
Reports	060 - 500	Prepare progress report	Team Consultants and Coordinator	11	17 Jan 72	1 Feb 72	8 Feb 72	5		
	500 - 505	Outside evaluation report	Outside Consultants	10	3 Mar 72	17 Mar 72	20 Mar 72	3		
	505 - 520	Prepare final report for dissemination	Team Consultants and Coordinator	39	12 June 72	4 Aug 72	25 Aug 72	15		
	500 - 510	Prepare Phase II Proposal	Consultants and Coordinator	15	3 Apr 72	24 Apr 72	1 May 72	5		

F.I.A.T. RESULTS
(General Competencies)

Student Number	Math	Reading Rec.	Reading Comp.	Spelling	General Information	Total Test	Grade
1	2.5	1.6	2.0	1.7	1.4	1.9	6
2	1.4	1.3	2.1	2.2	3.8	1.9	8
3	2.1	1.2	-	1.2	1.6	1.3	8
4	3.5	1.4	2.4	2.0	1.6	2.2	7
5	2.5	1.6	2.2	2.5	0.5	1.9	6
6	3.1	1.6	2.1	1.8	4.3	2.6	7
7	2.3	1.1	-	2.0	2.7	1.6	6
8	5.3	1.3	2.1	1.5	1.4	2.2	6
9	3.0	2.8	2.4	2.7	1.4	2.3	8
10	3.3	1.8	2.4	2.5	3.8	2.7	8
11	2.5	1.6	2.1	2.3	1.9	2.0	6
12	3.1	2.0	2.8	2.8	3.0	2.6	7
13	2.6	1.6	2.0	1.7	1.9	1.9	6
14	2.2	1.8	2.8	3.0	1.6	2.3	6
15	2.9	1.8	2.5	2.3	2.4	2.3	6
16	2.9	1.8	2.2	2.0	3.2	2.3	8
17	3.1	2.6	2.5	2.4	3.6	2.6	7
18	3.3	3.3	3.5	3.7	4.5	3.6	7
19	3.7	2.8	2.7	3.2	4.4	3.4	6
20	2.4	2.0	2.2	2.2	3.8	2.3	7
21	4.6	2.6	2.9	3.8	0.5	3.0	6
22	2.7	3.6	2.8	5.6	2.9	3.2	6
23	3.4	2.2	2.6	2.8	0.8	2.5	7
24	2.5	2.4	2.8	3.2	4.3	3.0	6
25	4.9	5.6	4.7	4.2	3.4	4.3	8
26	3.5	4.4	3.6	4.4	4.7	4.2	8
27	2.5	3.1	3.5	4.2	4.6	3.6	8
28	3.4	3.5	2.7	4.1	0.1	3.0	8
29	2.6	2.8	3.2	2.7	0.3	2.3	8
30	4.6	2.8	2.4	2.9	3.0	3.0	8
31	3.4	2.2	3.1	2.4	4.2	3.0	7
32							
33	2.2	2.0	2.5	2.0	1.4	1.9	8
34	2.3	3.0	2.8	2.7	3.0	2.6	7
35	3.7	2.2	2.7	2.5	1.0	2.5	6

Name _____ Age ____ County _____
Teacher _____ School _____

SOCIAL COMPETENCIES SCALE
ADULTS, AGES 13 OR OLDER

Check the skills which the child consistently demonstrates.

I. Independent Functioning

A. Eating Skills

___ 1. Feeds self with spoon and fork - neatly.
___ 2. Uses table knife for cutting or spreading.
___ 3. Uses knife and fork correctly and neatly.
___ 4. Able to order a complete meal in restaurants.
___ 5. Drinks without spilling, holding glass in one hand.
___ 6. Eats soups and solids equally well.
___ 7. Chews food with mouth closed.
___ 8. Does not talk while eating.
___ 9. Uses napkins properly.
___ 10. Eats without dropping food on the floor.
___ 11. Does not play with food.

B. Bathroom and Cleanliness

___ 12. Never has toilet accidents.
___ 13. Washes hands and face with soap and water at appropriate times.
___ 14. Able to adjust water temperature when necessary without help.
___ 15. Flushes toilet after use.
___ 16. Bathes regularly.
___ 17. Keeps self clean without being reminded (skin, nails, underwear reasonably clean).
___ 18. Does not have strong body odor.
___ 19. Applies toothpaste and brushes teeth with up and down motion.
___ 20. Teeth are clean and without unreasonable amount of decay.
___ 21. (For females) Cares for self completely for menstruation without assistance or reminder.
___ 22. Has good posture when standing, sitting, and walking.
___ 23. Clothes fit properly.
___ 24. Clothing is clean, pressed, and in good condition.
___ 25. Chooses appropriate clothing for formal and informal occasions, work and play, and various weather conditions.
___ 26. Able to dress and undress unassisted.
___ 27. Combs and brushes hair well.
___ 28. Does not wear an unusual or extreme hair style.
___ 29. Uses a moderate amount of perfume or makeup, (men - hair oil or cologne) when he/she wears it.
___ 30. Shaves frequently (women - shaves legs or underarms frequently).
___ 31. Wipes and polishes shoes when needed.
___ 32. Hangs up clothes or puts clothes away without being reminded.
___ 33. Can tie and untie shoes alone.

C. General Independent Functioning

___ 34. Knows his way around the immediate community without getting lost.
___ 35. Able to ride on train, plane, or long-distance bus independently.
___ 36. Able to use the telephone directory.
___ 37. Can place calls from a pay telephone as well as private telephone.
___ 38. Answers telephone politely and takes message.
___ 39. Knows postal rates, can buy stamps from Post Office.
___ 40. Knows how to deal with simple injuries, e.g., cuts, burns, and knows the values of various common medications.
___ 41. Knows how and where to obtain a doctor's or dentist's help.
___ 42. Knows about welfare facilities in the community.
___ 43. Is able to use banking facilities.
___ 44. Makes change correctly up to one dollar in coins and twenty dollars in bills.
___ 45. Shows some ability for budgeting money.
___ 46. Can go to several shops and specify different items.
___ 47. No major physical disabilities which hamper normal independent functioning.

II. Sociability

___ 48. Uses phrases such as "please" and "thank you".
___ 49. Is sociable and talks pleasantly at meals.
___ 50. Talks to others about sports, family, group activities, etc.
___ 51. Can talk another back into good humor.
___ 52. Listens and can be reasoned with verbally.
___ 53. Fills in main items on application form reasonably well.
___ 54. Is willing to help if asked.
___ 55. Offers assistance to others.
___ 56. Does helpful things for others.
___ 57. Wishes to please others.
___ 58. Shows interest in the affairs of others; is not indifferent.
___ 59. Takes care of others' belongings.
___ 60. Directs or manages the affairs of others when needed.
___ 61. Seems considerate of others' feelings.
___ 62. Is well informed about others, e.g., classmates, neighbors, etc.
___ 63. Plays cooperatively or competitively with others in group games.
___ 64. Initiates group activities (leader and organizer).
___ 65. Participates in group activities spontaneously and eagerly (active participant).
___ 66. Gives talks.
___ 67. Shares with others (material possessions).
___ 68. Does not try to tell others what to do (in a bossy manner).
___ 69. Does not demand service from others.
___ 70. Does not push others around or cause fights.
___ 71. Is not given to throwing tantrums.
___ 72. Does not manipulate others to get them in trouble.
___ 73. Does not interfere with others' activities, e.g., blocking passage, fiddling play equipment, etc.
___ 74. Does not use verbal threats of others or hostile language, e.g., "stupid jerk", "idiot", etc.
___ 75. Is not overly jealous of the teacher's or aide's time when he/she is helping another person.

___ 75. Able to originate leisure time activity, e.g., hobbies, watching television, listening to phonograph, etc.
___ 77. Does not exhibit inappropriate interpersonal manners.
___ 78. Respects person in authority.

III. [illegible]

___ 79. Is never late for scheduled appointments, activities, school, etc.
___ 80. Returns to places where he is supposed to be after leaving on an errand, going to toilet, etc.
___ 81. Does not disrupt a group activity by talking about unrelated topics, making loud noises, or acting up.
___ 82. Will pay attention to a task for more than fifteen minutes.
___ 83. Can tell time well enough to meet appointments.
___ 84. Is never late for work without good reason.
___ 85. Never leaves work station without permission.
___ 86. Is a careful worker, not "sloppy" or careless.
___ 87. Very dependable - always takes care of personal belongings.
___ 88. Makes a special effort to carry out responsibility; one can be certain that the assigned task will be performed.
___ 89. Stays with the task without frequent redirection.

III. Behavior Checklist:

The following pairs of adjectives and behaviors refer to ways children act. The two terms of each pair represent a continuum of behavior, such as from aggressive to passive. Please indicate how the child usually behaves by placing a check in one of the seven points along the continuum. For example, the child who is always hitting and threatening other children would receive a check next to the agressive end of the aggressive-passive continuum: Example

aggressive : ✓ : ___ : ___ : ___ : ___ : ___ : ___ : passive

Feel free to use any one of the seven points to represent the child's usual behavior by placing a check there. Please complete all 24 items for each child.

hurts others	:	:	:	:	:	:	:	praises others
self conscious	:	:	:	:	:	:	:	confident
nondisruptive	:	:	:	:	:	:	:	disruptive
outgoing	:	:	:	:	:	:	:	withdrawn
resistive	:	:	:	:	:	:	:	cooperative
talkative	:	:	:	:	:	:	:	quiet
talks without permission	:	:	:	:	:	:	:	asks permission
shy	:	:	:	:	:	:	:	sociable
tense	:	:	:	:	:	:	:	tranquil
bold	:	:	:	:	:	:	:	timid
responsible	:	:	:	:	:	:	:	irresponsible
observes rules	:	:	:	:	:	:	:	breaks rules
passive	:	:	:	:	:	:	:	active
destructive	:	:	:	:	:	:	:	constructive
cooperates	:	:	:	:	:	:	:	fights
calm	:	:	:	:	:	:	:	anxious
reluctant	:	:	:	:	:	:	:	eager
agreeable	:	:	:	:	:	:	:	quarrelsome
impulsive	:	:	:	:	:	:	:	reflective
plays with group	:	:	:	:	:	:	:	plays alone
praises others	:	:	:	:	:	:	:	threatens others
has few friends	:	:	:	:	:	:	:	has many friends
controls temper	:	:	:	:	:	:	:	has temper tantrums
attentive	:	:	:	:	:	:	:	inattentive

Please circle the term which best characterizes this child:

withdrawn acting out

Name: _____

Boy or Girl

HOW I SEE MYSELF

Developed by Tom J. Cooley, Director, Institute for Development of Human Resources, College of Education, University of Florida Gainesville, Florida 32601.

Team Teaching Revision

Circle your answer:

1.	I get mad easily and explode:	yes	no
2.	I stick with something till I finish:	yes	no
3.	I am very good at drawing:	yes	no
4.	I like to work with others:	yes	no
5.	I am just the right height:	yes	no
6.	I worry a lot:	yes	no
7.	My hair is nice looking:	yes	no
8.	Teachers like me:	yes	no
9.	I have lots of energy:	yes	no
10.	I play games very well:	yes	no
11.	I am just the right weight:	yes	no
12.	The girls like me a lot and choose me:	yes	no
13.	I am very good at speaking before a group:	yes	no
14.	My face is good looking:	yes	no
15.	I am very good in music:	yes	no
16.	I get along well with teachers:	yes	no
17.	I like teachers very much:	yes	no
18.	I feel very nervous and uncomfortable inside:	yes	no
19.	I like to try new things:	yes	no
20.	I have trouble controlling my feelings:	yes	no

21.	I do well in school work:	yes no
22.	I want the boys to like me:	yes no
23.	I like the way I look:	yes no
24.	I want the girls to like me:	yes no
25.	I get sick a lot:	yes no
26.	I am a very good dancer:	yes no
27.	I write well:	yes no
28.	I like to work alone:	yes no
29.	I waste a lot of my time:	yes no
30.	I am very good at making things with my hands:	yes no
31.	My skin is nice-looking:	yes no
32.	School is very interesting:	yes no
33.	I am real good in mathematics:	yes no
34.	I am smarter than most of the others in this class:	yes no
35.	The boys like me a lot and choose me:	yes no
36.	My clothes are nice:	yes no
37.	I like school:	yes no
38.	I am happy with the way I am:	yes no
39.	I read very well:	yes no
40.	I learn new things easily:	yes no

CIRCLE THE CORRECT ANSWER.

1. I like the idea of having 3 teachers instead of one.

YES NO

2. I think the teachers and teacher-aides are helpful to me.

YES NO

3. I think the things we do in class are important.

YES NO

4. I think the teachers should make me work harder.

YES NO

5. I think the teachers should make me behave better.

YES NO

6. I like being in this school as well as any other school.

YES NO

7. I think school is fun.

YES NO

8. I can do as well in school as anyone else in this class.

YES NO

9. I would like to go to high school.

YES NO

10. I would like to graduate from high school.

YES NO

11. I would like to quit school right now.

YES NO

1. What do you like the most in school?

2. What do you like the least in school?

3. What is your favorite class besides homeroom?

Circle your answer.

I WOULD RATHER GO TO:

1.	reading class	arithmetic class
2.	shop class	reading class
3.	arithmetic class	shop class
4.	homemaking class	reading class
5.	arithmetic class	homemaking class
6.	P. E. class	reading class
7.	arithmetic class	P. E. class

I WOULD RATHER:

8.	read a book	visit a business in town
9.	play a game	do arithmetic problems
10.	go bowling	watch a football game
11.	collect coins	collect guns
12.	live in the country	live in town
13.	walk around downtown	go to my favorite class
14.	do indoor work	do outdoor work
15.	be a waiter or waitress	be a barber or beautician

School:

MARION COUNTY TITLE VI PROJECT

General Information - - - Schools Supportive Services

List available -

1. Pupil personnel services:

2. Other business services:

3. Other special education services:

4. Vocational training:

5. Local agencies support:

6. Medical Services:

7. Vocational rehabilitation:

8. Welfare services:

9. Non-profit organizational support:

MARION COUNTY SCHOOL SYSTEM

SPECIAL EDUCATION SERVICES

PROGRESS REPORT

Date: _____

Name _____

School _____

Length of report: From _____ To _____

Activities engaged in: _____

_____

_____

_____

_____

Progress made: _____

_____

_____

_____

_____

_____

Physical limitations: _____

_____

Recommendations and comments: _____

_____

_____

_____

_____

_____

_____
Teacher

Student Name _____

MARION COUNTY - TITLE VI
ENVIRONMENTAL INFORMATION

1. Describe briefly the home situation of the child. (Home Visitation)

2. With which other students does the child relate? Who does he relate with at home and school? (Peer Group)

3. What kind of activities does the student partake in at home and at school?

4. Describe location of school. (Proximity of home to school)

5. With whom does student live? Number of siblings?

TEACHER INFORMATION

1. What was your last degree, where and when did you receive it?

2. Briefly state your philosophy of education concerning the educable mentally retarded.

3. Briefly list your sequence of goals or objectives for this year. That is, what do you hope to accomplish with your E.M.R. class in terms of academic, vocational and/or social skills?

4. What kinds of meetings do you attend that pertain to your role as an E.M.R. teacher?

5. How do you feel the administrators regard you in your role as an E.M.R. teacher? (You might include your ideas about how much decision-making power you have, their general opinion about special education, and any other indications of administrative attitudes.)

MARION COUNTY TEACHER EDUCATION PROJECT
CONSULTANT SUMMARY SHEET

Name_____ Dates of _____

School_____Grade_____ visits made_____

ASPECTS OF CLASSROOM PERFORMANCE OBSERVED:	NEEDED HELP	HAS SHOWN IMPROVEMENT	NEEDS FURTHER HELP	ADEQUATE
1. Organizing the instructional program				
2. Scheduling and using time allotments				
3. Planning for daily and weekly lessons				
4. Clearly specifies what children are to do				
5. Plans with children				
6. Has adequate provision for independent work activities				
7. Makes effective use of questioning procedures				
8. Has good follow through for assigned work				
9. Summarizes and reviews work with children				
10. Provides for smooth transitions between activities				
11. Secures and uses resource materials				
12. Uses curriculum guides				
13. Provides good handwriting model				
14. Controls classroom effectively				
15. Care and arrangement of classroom				
16. Keeps and uses school records				
17. Interacts effectively with staff				
18. Responds favorably to suggestions for improvement of teaching performance				

Areas in which teacher shows outstanding strength:

Definite areas in which teacher should show improvement:

CIRCLE ONE:

I rate the overall performance as (excellent good fair inadequate poor)

CURRICULUM PROBLEMS

I. The Problems of Adjusting to Personal Limitations

II. Problem of Communicating Ideas

III. Problem of Living with Others

IV. Problem of Living Healthfully

V. Problem of Living Safely

VI. Problem of Learning the Essentials Necessary for an Adequate Living

VII. Problem of Acquiring Skills for Useful Living

VIII. Academic Instruction and Learning

IX. Pre-Vocational (Exploratory) Learning and Skill Development

I. Problems of Adjusting to Personal Limitations

A. Goals

1. Develop realistic relationship between chronological age needs and mental ability.

a. providing instructional experiences within range of the childs functional ability

b. development of self-confidence

c. techniques to help child feel confortable in classroom

2. Attain some degree of self-measurement.

a. opportunities provided for the child to talk openly in order to realize what he can do and what he needs to learn - realistic goals

3. Orient child in the patterns of behavior - acceptable to differing groups.

a. providing social activities on appropriate occasions when child can have actual experiences with different social groups (school, community, etc.)

II. Problem of Communicating Ideas

A. Goals

1. Improve speech

a. establish interim goals and work persistently toward attainment of each goal

2. Develop skill in self-expression

a. providing opportunities for self-expression - writing notes of request, appreciation, invitation, etc.

b. complete sentence (do not accept nodding or shoulder shrugging)

c. writing assignments functional

d. spelling functional - words needed in common life situations

e. providing experiences in music, etc.

III. Problem of Living with Others

A. Goals

1. Improve social behavior and relationships

a. classroom discussions on selected topics - consideration, and thoughtfulness

b. formulate problems which involve personal relations common to daily relationships with others

2. Enrich and increase interest in activities which will divert attention to wholesome endeavors

a. working with school or community agencies

3. Learn appropriate care of property

a. providing activities which demonstrate care for personal and public property. (repairing books, making book covers,)

4. Help child face uncomfortable situations realistically

a. help child to realize everyone has problems

b. if you cannot establish a relationship which encourage a level of teacher - pupil talking out problems, attempt to find someone who can establish this with child

IV. Problem of Living Healthfully

A. Goals

1. Develop coordination

a. simple play activities - sports program

2. Improve health habits

a. rest - sleep; balance of work and play - health habits, smoking, drugs

3. Increase feelings of personal inadequacy curriculum and procedures within range of the childs mental potential constantly searching for new ideas to stimulate

V. Problem of Living Safely

A. Develop habits of safety

1. get the kids through routine experiences - the awareness of the fact that the same kind of accident might well happen to anyone. (relate accidents to one's own life, weakness to associate)

2. enforce safety regulations

a. walking

b. fire

c. protection of body

d. sharp tools - eyes

e. give demonstration

VI. Problem of Learning through essentials necessary for adequate Living

A. Goals

1. Develop an awareness of the value of school

a. teaching in all areas of the curriculum with the emphasis on why (need and purpose) and how experience will be useful in actual living

b. continually re-inforce the requirements for getting a job and maintaining a living

c. solving practical problems in arithmetic; closely associated with daily living

d. studying community - what one gets from and gives

e. visiting industrial and civic centers, etc.

2. Reconcile differences between ability and felt needs

a. provide wide varity of materials on ability levels (science, social studies, language arts) where ever practical, certain mechanical devices, adding, type etc., to add to appeal, second hand

VII. Problem of Acquiring Skills for Useful Living

A. Goals

1. Learn purposeful, safe and correct use of tools and mechanical devices. (shop, mechanical drawing, make simple things, practice in reading and following directions)

2. Acquiring an understanding of existing job opportunities

a. listing potential job opportunities which might be available in community, for both boys and girls.

VIII. Problem of Academic Instruction and Learning

A. Goal

1. Increase knowledge of basic skills

a. Reading

(1) provide varied reading materials in many different interest areas (example: science, job opportunity, citizenship, biography, stories with appeal, sports, weekly readers on ability level, reading skills

b. Plan activities which make use of - references dictionaries, encyclopedias, guides, index files, table of contents

(1) teach kids to associate reading with materials which he will use in adult life (parts of newspaper - oral and student reading)

c. Practice reading for finding information

d. Language Arts

(1) language development - telephone etc., skills in communication

(a) spelling should be concentrated on words most commonly used throughout the life of an individual - selected in connection with activities in the classroom

(b) writing practiced daily - emphasis on standard of neatness <u>Why</u>?

e. Arithmetic

(1) goal to make sure child is independent in making measurements, linear, liquid, weight, dry, square, time (clock and calendar) common price of money, money signs $ and ¢ making change, reading and writing simple decimals, roman numerals in connection with telling time, numbers of chapters, dates, percentage - savings and paying on time

IX. Pre-Vocational (Exploratory) Learning and Skill Development

A. Goals

1. guidance in exploratory job chances, providing experiences

2. acquire realistic understanding of job opportunities in relation to own skills

3. develop skills necessary to prepare for employment

a. occupational practices in school environment

b. duties in room, plants, etc.